

**PSYCHOLOGY 325: Abnormal Psychology  
FALL 2006**

<b>Instructor: Amanda Cassell, BA</b>	<b>Day: Tuesdays &amp; Thursdays</b>
<b>Email: adibart@gmu.edu (I prefer to be contacted via email)</b>	<b>Time: 10:30 – 11:45 AM</b>
<b>Phone: 703-993-4195 ext. 1 (voicemail only)</b>	<b>Office Hours: Tuesdays 12 – 1</b>
<b>Office Hours to be held in Jazzman's Café</b>	<b>&amp; By Appointment</b>
<b>on the Ground Floor of the JC</b>	<b>Mailbox: David King Hall</b>

**COURSE OBJECTIVES:**

This course is designed to provide students with an introduction to psychopathology and the field of clinical psychology. Success in this course is dependent on gaining a critical understanding (rather than memorizing) and being able to apply the following concepts:

- The continuity between normal and abnormal behavior, including socio-cultural factors influencing the definition of abnormal behavior and the difference between dimensional and categorical approaches to psychopathology.
- Diagnosis and classification, epidemiology, course, etiology, symptomatology, and maintenance of each disorder.
- Assessment, diagnosis, and treatment of disorders.
- The impact of empirical research on the development of the field of clinical psychology and how this research is conducted.

**Please note the following:**

This course will cover and the class will discuss several controversial topics, including sexual behaviors, drug use, and crime. In order to get the most out of this class, students may have to set aside -- at least temporarily -- personal beliefs that they have already acquired about mental disorders and human behavior.

**COURSE FORMAT:**

Due to the size of the class, the format of this course is primarily lecture-based; however class discussion will also be utilized. Lectures will elucidate complex ideas covered in the required texts and to present information and approaches not covered in the reading material. **It is expected that students arrive in class having read the material assigned for that day, as lectures will assume that students already have a basic understanding of the material.** Questions of clarification are encouraged at any point during class. Questions intended to elicit discussion, while encouraged, are requested to be held until requested.

Psychopathology is a broad topic that can be difficult to grasp. Students are expected to review class notes and to read and take notes on assigned texts carefully throughout the semester. Furthermore, students are encouraged to avail themselves of the resources provided, specifically by attending office hours and emailing the instructor with questions. **Please allow 24 hours for a response to any emails, therefore, exam-related emails received after 10:30 AM the day before an exam will not be answered.**

**REQUIRED TEXTS:**

Hansell, J., & Damour, L. (2005). Abnormal psychology. Hoboken, NJ: John Wiley & Sons, Inc.

**Additionally, you will be required to read the following articles:**

Baxter, L. R., Schwartz, J. M., & Bergman, K. S. (1992). Caudate glucose metabolic rate changes

- with both drug and behavior therapy for obsessive-compulsive disorder. *Archives of General Psychiatry*, 49, 681 – 689.
- Gleaves, D. H. (1996). The sociocognitive model of dissociative identity disorder: A reexamination of the evidence. *Psychological Bulletin*, 120, 42 – 59.
- Kring, A. M., Davison, G. C., Neale, J. M., & Johnson, S. L. (Eds.). (2007). Chapter 17: Legal and ethical issues. *Abnormal Psychology* (10<sup>th</sup> ed.), 563 – 601. Hoboken, NJ: John Wiley & Sons, Inc.
- Rachman, S. (1997). A cognitive theory of obsessions. *Behaviour Research and Therapy*, 35, 793 – 802.
- Radomsky, A. S., de Silva, P., Todd, G., Treasure, J., & Murphy, T. (2002). Thought-shape fusion in anorexia nervosa: An experimental investigation. *Behaviour Research and Therapy*, 40, 1169 – 1177.
- Rottenberg, J., Kasch, K. L., Gross, J. J., & Gotlib, I. H. (2002). Sadness and amusement reactivity differentially predict concurrent and prospective functioning in major depressive disorder. *Emotion*, 2, 135 – 146.
- Slutske, W. S., Hunt-Carter, E. E., Nabors-Oberg, R. E., Sher, K. J., Bucholz, K. K., Madden, P. A. F., et al. (2004). Do college students drink more than their non-college attending peers? Evidence from a population-based longitudinal female twin study. *Journal of Abnormal Psychology*, 113, 530 – 540.
- Yang, L. H., Phillips, M. R., Licht, D. M., & Hooley, J. M. (2004). Causal attributions about schizophrenia in families in China: Expressed emotion and patient relapse. *Journal of Abnormal Psychology*, 113, 592 – 602.

## GRADING:

### Exams:

There will be four exams in this course, three during regularly scheduled class times and one during the designated finals time slot. **Only three exams count towards the final grade. Each exam is worth 25% of the grade.** Students who are satisfied with their grades on the first three in-class exams, may opt to not sit for the final exam. Exams will be primarily multiple-choice and short answer format. Scantrons will be utilized for each exam and students are required to provide their own forms. Each exam, including the final, will primarily cover material since the previous exam; however students may be asked to draw upon ideas and concepts from earlier in the semester. Since students are permitted to drop their lowest exam grade, if a student misses an exam, for any reason, that student will receive a 0 for that exam and that will be the exam dropped. Missing more than one exam will result in a grade of zero for one of the three exams counted toward the final grade. Therefore, except in truly dire circumstances and only with appropriate documentation, **there will no make-up exams offered.**

### Class Participation:

Class participation will be assessed on the basis of **graded unannounced in-class assignments**. In-class assignments will primarily be writing exercises in which students will be expected to demonstrate an understanding of the key concepts of the course and to apply them in ways not necessarily covered by either the required texts or by lecture. It is therefore important to read and study for comprehension and application rather than for memorization. Assignments will be graded both on the quality of thoughts and ability to analyze and critique concepts presented in class and in readings, and on the quality of the writing. Spelling, grammar, and clarity of writing will be counted toward the grade of each assignment. **In-class assignments will count towards 25% of the final grade.** Since one purpose of these exercises is to evaluate

class-participation, students will not be permitted to make-up in-class assignments without documentation of hospitalization, jury duty, death, disability, or a car accident. If students miss an in-class assignment for any other reason, they are encouraged to take advantage of the extra-credit opportunities.

**Extra Credit:**

**Up to a maximum of 10 points—2 for each hour of research participation or for each seminar attended—can be earned.** Students will have an opportunity to earn extra credit points for participating in a psychology or related discipline research project. Extra credit will be earned by submitting a written description of the experience. **The write-up should be 200 – 300 words in length and should include the hypothesis of the research project and a brief statement of what participation entailed.** Studies can be located through the Experimetrix web page on the GMU website ([www.experimetrix.com/gmu](http://www.experimetrix.com/gmu)). Additionally, extra credit points can be earned for attending relevant psychology-related seminars or lectures. **Extra credit points will be earned by submitting a 200 – 300 word write-up summarizing the lecture and providing personal insight into the information provided.** Students are encouraged, but not required, to participate in experiments related to the topics in abnormal psychology.

**Grading Scale:**

A+ = 97% or more	B+ = 87 - 89%	C+ = 77 - 79%	D = 60 - 69%
A = 93 - 96%	B = 83 - 86%	C = 73 - 76%	F = below 60%
A- = 90 - 92%	B- = 80 - 82%	C- = 70 - 72%	

**STATEMENT OF ACADEMIC INTEGRITY:**

All students must follow the guidelines of the GMU Honor Code as described by the GMU catalog (<http://www.gmu.edu/catalog/apolicies/index.html#Anchor13>). Exam performances and all assignments must be each student's own work, but students may use any means they prefer when learning the material. Studying in groups is encouraged. No written material may be used during exams. If students have any questions about the honor code or permissible use of materials or collaboration, please see the instructor.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:**

It is the policy of the University to make reasonable accommodations for individuals with disabilities. Students with a documented disability who need academic accommodations should see the instructor and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

**USE OF TECHNOLOGY:**

Additional required readings will be posted on WebCT at <http://webct.gmu.edu>. Students can log into WebCT using their GMU email usernames and passwords. All extra-class communication will be completed by email. All emails will be sent to students' GMU email accounts. Per University policy, students are required to check their GMU email accounts regularly.

**IMPORTANT DATES:**

**Last Day to Add:** September 12, 2006      **Last Day to Drop:** September 29, 2006

**TENTATIVE OUTLINE OF COURSE TOPICS AND READINGS\***

<b>Class Dates</b>	<b>Lecture Topics</b>	<b>Reading Due</b>
August 29	Class Overview	None
August 31	The Core Concepts; What is Psychopathology?	Chapter 1; Chapter 2
September 5	What Causes Psychopathology?	Chapter 3
September 7	What Causes Psychopathology? continued	Baxter, et al. (1992)
September 12	Diagnosis and Assessment <b>Last Day to Add Classes: 9/12/06</b>	Chapter 4
September 14	Anxiety and the Anxiety Disorders	Chapter 5
September 19	Anxiety Disorders Continued	Rachman (1997)
September 21	Mood and the Mood Disorders	Chapter 6
September 26	Mood Disorders Continued	Rottenberg, et al. (2002)
September 28	<b>EXAM 1</b> <b>Last Day to Drop Classes: 9/29/06</b>	
October 3	Eating, Weight, and the Eating Disorders	Chapter 7
October 5	Eating Disorders Continued	Radomsky, et al. (2002)
October 10	<b>No class due to the observance of Columbus Day; Monday classes meet today.</b>	
October 12	Personality and the Personality Disorders	Chapter 11
October 17	Personality Disorders Continued	TBA
October 19	<b>EXAM 2</b>	
October 23	Psychosis and Schizophrenia	Chapter 12
October 25	Schizophrenia Continued	Yang, et al. (2004)
October 30	Dissociation and the Dissociative Disorders	Chapter 7
November 2	Dissociative Disorders Continued	Gleaves (1996)
November 7	Sex, Gender, and the Sexual Disorders	Chapter 10
November 9	Sexual Disorders Continued	TBA
November 14	Psychological Stress and Physical Disorders	Chapter 14
November 16	<b>EXAM 3</b>	
November 21	Lifespan Development: Disorders of Childhood and Old Age	Chapter 13
November 23	<b>No class due to the observance of Thanksgiving</b>	
November 28	Drug Use and Substance Use Disorders	Chapter 9
November 30	Substance Use Disorders Continued	Slutske et al. (2004)
December 5	Legal & Ethical Issues in Psychopathology	Kring, et al. (2007)
December 7	Overview of Course	
December 14	<b>EXAM 4 10:30 AM - 1:15 PM</b>	

\* Subject to change. All changes will be announced in class. Readings are due the day for which they are listed. Chapters refer to the Hansell & Damour textbook. \*